



Fine Arts Standards Adoption Team

Meeting Notes

Date: Wednesday, June 7, 2017

Time: 9 a.m. to 3 p.m.

Location: Grimes State Office Building, Des Moines, Iowa

MEMBERS PRESENT:

- Gretta Berghammer, University of Northern Iowa
- Dan Black, Red Oak Community School District
- Andrea Christians, Pocahontas Area Community School District
- Ellen Craig, Davenport Community School District
- Michelle Droe, Cedar Falls Community School District
- Leon Kuehner, Iowa Alliance for Arts Education
- Maggie Parks, Marshalltown Community School District
- Anne Pisarik, Washington Community School District
- Kevin Price-Brenner, Dubuque Community School District;
- Nate Sletten, Earlham Community School District
- Ronda Sternhagen, Grundy Center Community School District
- Colleen Tomlinson, Rivermont Collegiate
- Kris VerSteegt, Ankeny Community School District
- Matt Walker, Xavier High School
- Valerie Williams, Co'Motion Dance Theater
- Jill Wilson, Luther College

Team members who were absent: Helen Duranleau-Brennan from the Mississippi Bend Area Education Agency; Mike Fisher, Waterloo Community School District; Scott Slechta, Fairfield Community School District; Pat Toben, Sioux City Community School District; and Yvette Zarod-Hermann from Art Force Iowa.

Also in attendance were Angela Matsuoka, fine arts consultant for the Iowa Department of Education; Rita Martens, administrative consultant for the Department of Education's Bureau of Standards and Literacy; and Melissa Walker, writer for the adoption team.

Agenda item: Task group reports

Notes: Each task group of the Fine Arts Standards Team reported the team's support of the National Core Arts Standards (NCAS). Each task group expressed support for the standards with dance requesting changes within the next couple of years, and general music and dance with minor tweaks.

Team members were then asked their opinion about the length of the guiding document that would accommodate the standards.

The team decided it would be a maximum of 10 pages that would include an introduction, discipline-specific sections and a summary. The team then broke into groups to discuss the four areas of the guidance document:

1. The work of the committee/adoption process
2. A quick-start guide/explanation on how to read the standards
3. The process versus the product and a paragraph about the Universal Constructs in reference to the Iowa Core companion document
4. Stakeholder responsibilities

Agenda item: What is the purpose/drafting the Guiding Document

Notes: Angela told the team their group would be focused on how to implement the NCAS, developing short-term and long-term goals and working on the team's presentation to the State Board of Education in November.

The team met in mixed discipline groups to draft portions of the guiding document.

Agenda item: Drafts/thoughts on Guiding Document

Notes: The team worked in their subject task groups to discuss each standard related to their area and the public feedback it received to determine how the standard could be revised.

Here are the team's thoughts:

- Introduction/goals should be focused on: the entire child, creating artistically literate citizens, explaining the need for a challenging and relevant curriculum, recommendations on adoption of NCAS, and information/statistics on states that have adopted and used the NCAS. The introduction also should include an opening statement about what the arts teach, why they are important and how they give a student skills that make him or her employable.
- The guiding document would explain the importance of adopting them, offer direction to school districts for adoption, provide one common direction for implementation across the state, and explain the importance of connection with theater, drama and dance.
- There should be information about the history behind the implementation of NCAS and the adoption process, including how team members were selected, how public input was sought (with a link to the results), how the 1994 and 2014 fine arts standards compare, along with a final presentation.

Groups also suggested a flow chart to explain the standards and templates for school districts on how to implement the standards, along with information about the Universal Constructs and how they align with the NCAS.

The team drafted several guiding statements:

- The arts are responsible for developing the artistic literacy of its citizens. This includes an explanation of the definition of artistic literacy.
- The arts contribute to the overall education of citizens. This includes information about the Universal Constructs and 21st Century Skills, and standards framework.

The document also will include several resources and links to:

- [NCAS Conceptual Framework](#)
- [IA Core Companion Documents](#)
- [Universal Constructs: Essential for 21st Century Success](#)

The document will include assessment and unit samples, professional development resources, assessment information, a quick-start guide for how to read the standards – a go-to guide that will explain how to read the standards and how to review them and detailed responsibilities for stakeholders. These include:

Department of Education's responsibilities:

- Support the recommended standards for the arts for all students in Iowa.
- Provide a vision for Pre-Kindergarten through Grade 12 arts learning aligned with provided resources.

School Districts' responsibilities

- Ensure equity of arts learning opportunities, resources and pathways for diverse learners.
- Provide adequate time and support for educators to develop district-level curriculum aligned to the recommended standards.
- Support educators in professional development opportunities focused on discipline-specific instructional practices, including collaboration time locally, statewide and nationally.
- Encourage community participation in arts events.

Administrators' and Curriculum Directors' responsibilities

- Create a culture that embraces artistic expression throughout the school by promoting the arts.
- Provide quality instructional materials and supporting technology at all levels.
- Provide teachers and staff members with opportunities for arts-specific professional learning.
- Support and participate in district partnerships to promote artistic literacy.

Educators' responsibilities

- Develop and implement a district-level arts curriculum that align to the recommended standards.
- Provide diverse learning opportunities to actively engage students that align with the district-level arts curriculum.
- Provide culturally inclusive experiences that honor student differences and build communities.
- Use a variety of assessment tools to monitor student progress and adjust instruction.
- Serve as role models for creative and artistic expression.
- Foster business, family, and community partnerships that support the arts.

Families' and Community Members' responsibilities

- Support student participation in the arts by attending performances, exhibitions, and classroom presentations.
- Encourage children's interest in the arts.
- Use community resources to increase children's access to arts experiences.

Arts Organizations' responsibilities

- Support, collaborate and connect with districts and educators in the arts.

Higher Education Institutions' responsibilities

- Provide pre-service educators with opportunities to understand artistic literacy and participate in field experiences in varied demographic areas.
- Produce high-quality research that guides arts instruction, learning, resources, and assessment that yields artistically literate graduates.
- Develop collaborative partnerships with school and districts and communities.

Agenda item: Long-range planning/envisioning and results

Co-Chairwoman Ronda Sternhagen said she would send a Google doc to all team members where they could input their thoughts about how the standards would look in the future. Angela said this portion of the team's work would include what team members want the standards to look like in Iowa one year and two years after adoption.

Agenda item: Discipline-specific subsections of guiding document

Each discipline met to discuss its specific and begin writing its portion of the guiding document. Subgroups would continue to finish their work in meetings during the next month.

Agenda item: Closing

The team took an official vote on adoption of the NCAS. The team unanimously approved moving forward with drafting recommendations for Iowa to adopt the NCAS with the tweaks to the general music and theater portions as suggested by those subgroups.

Angela said the team's recommendation would go before the State Board of Education for review on Nov. 15.

The meeting was adjourned at 3 p.m.